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ABSTRACT

Three conditions have led to the current state of curriculum development: a lack of accurate conceptualization of and general consensus on the major constructs of curriculum development, a lack of leadership among educators to engender effective curriculum design, and a lack of specification in the roles of superintendents and principals who must assume leadership roles. The interrelationships among curriculum, instruction, teaching, and learning are less integrated and sequential in practice than in theoretical models. Some instructional programs, such as teaching about good citizenship, frequently have no basis in curriculum and are not contained within its boundaries. Curriculum plans can reduce the variance in the curriculum actually experienced by students and can demonstrate consideration of diverse learner differences, but they also require management plans for their accomplishment. The role of leadership in curriculum design is critical and includes the responsibility for effecting the achievement of specified student outcomes. (Author/WD)

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CURRICULUM DEVELOPMENT: A FUNCTION OF DESIGN AND LEADERSHIP*

Douglas D. Christensen

The American public school curriculum seems a long way from its Greco-Roman roots. Some traditions and elements of our heritage, however, remain firmly embedded in current programs and practices. English aptly describes the current state of curriculum in American schools as "a strangely pragmatic mixture of 'things' that have been washed ashore with the Pilgrims, fundamental Protestantism, industrialization, educational movements and reforms, waves of immigration, and most recently the backwash of the Space Age . . . a living museum of hodgepodge . . ."[1]

The curriculum of American schools is "hodgepodge" and "museumlike" because of a history of sporadic and haphazard growth.[2] Curriculum has lacked valid theory and empirical data to guide its evolution. Therefore, instead of shedding unwanted and unneeded parts, curriculum growth was amoebalike, absorbing more and more within its boundaries. Today's curriculum literally contains everything and excludes little. English further describes current curriculum as a "sponge, soaking up everything . . ."[3] In fact, some educators postulate that curriculum boundaries don't exist at all, or if they do, they are vague and porous and permit virtually everything to enter and be contained within.

Curriculum in American schools "must be more than something that contains everything . . ."[4] Curriculum development has suffered from inertia, ineffectiveness, and complacency. Curriculum development has been, and still is, hindered by the state of its internal condition. At least three conditions are directly related to the general infant nature of curriculum development as a specialty area of professional practice. Each condition sufficiently hampers development of curriculum practices and together all three virtually block significant improvement in schools as institutions, improvement in quality of school programs, and improvement in quality of results (student outcomes).

The following conditions are major reasons for the current state of curriculum development. If resolved, each condition is also key to advancement of curriculum development as professional practice.

1. There is lack of accurate conceptualization of and general consensus on the major constructs of curriculum development.
2. There is lack of leadership among educators with abilities to conceptualize, develop, implement, monitor, and evaluate effective curriculum design.
3. There is lack of specification and differentiation in the roles of superintendents of schools (including associates) and building principals (including associates) who must assume leadership roles.

Schools Need Curriculum and Leadership

American schools need mechanisms for making rational decisions about what schools are to do and about what is properly included as programs, services, and functions. American schools also need leadership if such mechanisms are to be designed, implemented, monitored, and evaluated.

Curriculum leadership begins with conceptualization of basic concepts and fundamental constructs. Accurately defined, concepts and constructs provide foundations for building the professional practice of curriculum design.

Curriculum Defined

The term *curriculum* derives from the Latin root *currere* or to run.[5] Therefore, curriculum is a path, a means to somewhere else. Curriculum is a map showing a direction. Curriculum is best described as designs or blueprints.[6]

Formally, curriculum is the total planned program of schools and is expressed in missions, purposes, and goals. Curriculum may apply to mission, purposes, and goals of entire organizations or may apply to purposes and goals of individual programs, services, or practices of organizations. Stated another way, curriculum is a set of systematic intentions.[7] Curriculum states what is to happen in schools (in terms of learner outcomes).[8]

The function of curriculum is to form foundations upon which instructional programs are constructed. Curriculum also establishes boundaries determining which instructional programs are to be included and which are to be excluded.

Instruction Defined

Instruction refers to all decisions related to operationalization of curriculum. Instruction includes, but is not necessarily limited to, subjects, courses, activities, policies, rules and regulations, schedules, budgets, services, personnel, and facilities.

Instruction represents the *how* of curriculum which represents *why* or *what for*. Instruction translates curriculum into action. Like curriculum, instruction performs both enabling (foundation) functions and constraining (boundary) functions.

*An address presented at the Second Annual Kansas State University Rural and Small School Conference, Manhattan, Kansas, November 1980.

Teaching is primarily concerned with the formal behaviors of teachers and is not concerned with the informal and casual events in daily lives of teachers. As a formal behavior, teaching is planned and purposeful. While teaching focuses attention on behaviors of teachers, its purpose is student learning. Teaching is planning, preparing, and presenting experiences for students congruent with the instructional programs of schools and within boundaries of school curricula. Teaching includes setting learning goals, implementing instructional objectives, and evaluating results. Teaching also includes establishing relationships with students in order that learning may result. It is through teaching-learning relationships that teachers are able to influence learners. This relationship is more than a person-to-person, that is, teacher-to-learner, relationship. Further, this relationship is not a teaching relationship nor is it a learning relationship, it is a teaching-learning relationship. The relationship is the result of what teachers do and what learners do in response and vice versa. More directly it is a relationship of exchange.

Exchange relationships require all parties to come prepared for participation. Teachers bring professional levels of knowledge, skill, and activities to exchange with learners who bring aptitudes, sufficient prior achievements, motivation, and attention. Exchange processes begin when the relationship is established. Exchanges are the basis of learning. Without exchanges occurring in the teaching—for example, planned, learning relationship—formal learning does not occur.

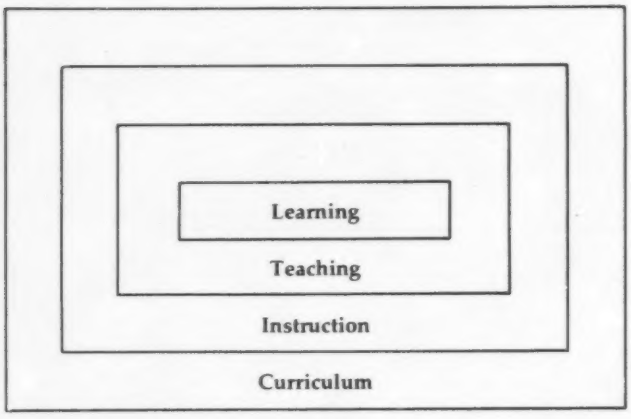

Figure 1. Interrelationships and boundaries of functions.

Reality

Previous models depicted theoretical interrelationships among functions of curriculum, instruction, teaching, and learning. The interrelationships exist differently in actual practice.

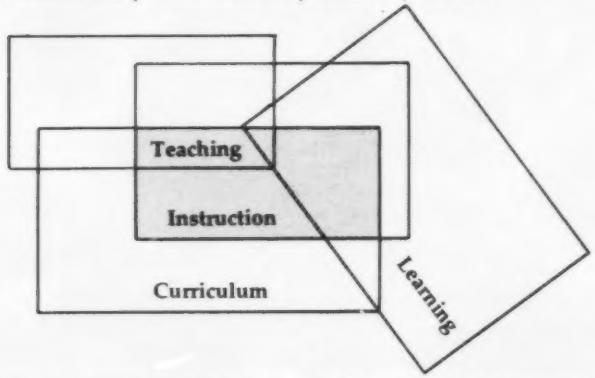

Figure 2. A more practical model of the interrelationships among functions of curriculum, instruction, teaching, and learning.

Extensive empirical data are not required to determine that interrelationships among functions of curriculum, instruction, teaching, and learning are not as integrated nor as sequential as indicated by the model in figure 3. Each function is neither totally based (foundation) nor totally constrained (boundary) by preceding functions.

In practice, some phases of instructional programs rest soundly on foundations of curriculum and are likewise contained within its boundaries. However, there are also instructional programs, depending upon how curriculum is defined, that have no basis in curriculum and are not contained within its boundaries.

Similarly, some teaching in classrooms is provided for in prescribed instructional programs (curriculum guides). We also know that some teaching may not be supported or constrained by either curriculum or the prescribed instructional program. Such teaching is assumed by teachers who are neither compelled to deviate from prescribed programs nor restrained from doing so.

An example may help clarify actual interrelationships among the functions of curriculum, instruction, teaching, and learning.

Example: Teacher A, an art teacher, lectures his class about general behavior in school assemblies emphasizing the virtues of self-control and individual responsibility. Teacher A's lecture is appropriate as a response to incidents of student misbehavior. (Most school curriculum designs include either explicit or implicit statements about "good citizenship.") However, there is no instructional plan (curriculum guide) that directs a teacher of art to teach students about citizenship.

Hence, teaching about citizenship is not part of the planned program of instruction but permissible in the total activities of teachers because of the curriculum goal to produce "good citizens."

Functions of Curriculum

In reality there will never be a pure interrelationship, for example, both totally supporting (foundation) and totally constraining (boundary), among the sequential functions of curriculum, instruction, teaching, and learning. However, current disparities and haphazard relationships can certainly be improved upon and, in fact, must be improved upon if schools are to be both efficient and effective in helping students to learn. It is imperative that mechanisms are devised and implemented to integrate relationships among curriculum, instruction, teaching, and learning.

Default v. Design

It is not a question of whether schools will have curriculum or not. Curriculum exists as it is practiced. Curriculum may be either expressed or implied.

Mission and purposes, that is, curriculum, of schools can be determined a priori or by inference. A priori mission and purposes are those that are formal, explicit, announced in advance, and are clearly evident in practice. Mission and purposes can also be determined by inference. Trained observers are able to infer intentions and purposes from observed actions of individuals within organizations and from effects (responses) of those actions upon clients (students).

Inferred mission and purposes are almost always achieved by chance, if achieved at all. Inferred mission and purposes occur not by design but rather by default. Schools have curriculum. It may occur because of design or because of default.

Design Functions of Curriculum

In addition to supporting (foundation) and constraining (boundary) functions, curriculum has educational and management functions.[9] The educational functions of curriculum are to

define those skills, knowledge, and attitudes that are to result from a sequence of schooling, that is, instruction. Well-defined curriculum identifies those things to be included[10] and those things to be categorically excluded or not included because there exists no compelling reason to do so. Management functions of curriculum refer to the organization of resources necessary to accomplish educational purposes.[11]

As both educational plans and management plans, Pratt[12] states that sound curriculum design must include the following characteristics:

1. Be written and formally organized.
2. Identify plans for activities.
3. Identify intentions:
   a. what learnings students are to master.
   b. means of evaluation to be used to assess learning.
   c. criteria according to which students are admitted to programs.
   d. materials and equipment to be used.
   e. qualities required of teachers.
4. Include intentions deliberately chosen to promote learning.
5. Articulate relationships among different elements (objectives, content, and evaluation) integrating them into a unified and coherent whole.
6. Be a system.

English describes curriculum design as a management tool for identifying and controlling results (pupil learnings) that are desired.[13] English further identifies that means of achieving desired results as fundamentally functions of time-task (content) relationships.[14] In other words, "curriculum (design) is a plan that specifies resource configuration within a set of rules to enhance the probability that any given purpose is subsequently attained."[15]

If, as Drucker indicates ". . . the proper structure of work—of any work—is not intuitively obvious . . .," then educational functions of curriculum make the obscure obvious.[16] In fact, educational functions of curriculum not only identify mission and purposes for schools but also identify that some purposes are more important than others.[17] Educational plans of curriculum design focus attention on primary mission and purposes[18] of schools. Educational plans state affirmatively "of all things we could teach in schools, these are the things we are going to teach." Or, stated in learner outcomes "of all things students could learn, these are the things they should learn."[19] Educational plans play similar functions to financial budgets. Financial budgets identify those functions for which organizations intend to spend money because they have been determined to be more important than other functions that were not, but could have been, included. It is the same for educational plans of curriculum design.

In the absence of educational plans, worthy outcomes in terms of benefits to students are left to chance. Worthwhile outcomes are achieved by accident or default but not by intention or design. English claims that no rational and responsive organization "can leave to chance . . . those purposes for which it is responsible . . . and expect to survive very long."[20]

Management Plans

Management plans in curriculum design are developed subsequent to educational plans. Management plans involve two distinct functions: (1) management plans configure organizational resources into processes for efficient and effective accomplishment of defined purposes;[21] (2) management plans include defined measures for monitoring efficiency and effectiveness of processes implemented to integrate organizational resources with regard to accomplishment of desired purposes.[22]

Achievement of outcomes specified in educational plans is usually the direct result of the capacity of management plans to identify necessary resources and to integrate them into processes that are catalytic. In essence, ". . . quality of instruction is affected by quality of management."[23]

Conclusions about Curriculum Design

Conclusions about the worth of curriculum design can be readily drawn from a growing body of empirical data as well as evolving theory. The following are supportable conclusions about curriculum design:

1. *Curriculum plans will reduce variance in the actual curriculum experienced by students.*[24]

Likely, there will always be gaps between the ideal curriculum—the one prescribed in mission, purposes, goals, and objectives—and the real curriculum existing in classrooms. The real curriculum is key to student outcomes. It makes little difference that there exists a written curriculum if that curriculum is never experienced by students in the curriculum. Variance will always exist as long as schools are places for people. Teachers and students will bring unique characteristics and abilities to classrooms. Teachers and students will also make choices about curriculum.[25]

2. *Accomplishment of specific purposes is not solely dependent upon formalization of purposes (educational plans) but also on development of management plans for their accomplishment.*

The announcement of virtuous intentions does not cause their inevitable achievement any more than it discharges leadership in the organization from any further responsibility. Accomplishment of purposes requires leadership to mobilize people, resources, and whatever else is required. Purposes are seldom accomplished by accident.

The educational plans of curriculum design establish prescribed relationships between content to be experienced by learners and time, which determines order of experiences and amount of time to be allotted.[26] Management plans, on the other hand, configure resources around content-time prescriptions. Necessary support of educational plans includes at least four basic resources: people—including all resources which individuals bring to classrooms; time—including both staff (system time) and students (client time); materials; and money. Processes for configuring resources are commonly identified as curriculum guides, schedules, budgets, policies, decision making, and so forth.[27] Although these processes may not be commonly thought of as part of curriculum, they are as vital to achievement of intentions as the intentions themselves. Management plans identify, integrate, maintain, and control all elements of organizations in order to achieve conformance to design. Curriculum power, as identified by English,[28] is essentially the ability to achieve rational conformance to a sound design. It is the degree of conformance among elements of curriculum plans—content, time, and resources—which will determine ability of schools to deliver according to intentions.

3. *Curriculum rigor is not a function of numbers of students rejected but a function of ability of the design to include diverse learner differences within conforming frameworks of specific outcomes.*[29]

The public cry for tougher standards is evidenced by back-to-basics and competency-based education movements. Many feel schools have not been successful in teaching students those things which are, by some general consensus, supposed to be essential for successful citizenship. Many generalize that schools are not tough enough, standards are too lax, and, in some cases, standards are even nonexistent. In effect, many are saying that curriculum is so loosely defined and managed that it virtually

includes everything, excludes nothing; everyone is successful, and no one is rejected.

It is not logical to assume that curriculum is rigorous because of the number of rejects that are produced. Rigorous curriculum is more rationally described as including the following elements:[30]

1. Clear mission and purpose statements that establish defined boundaries for decisions about inclusion or exclusion of instructional programs, services, and practices.
2. Planned relationships between content and time identifying optimal conditions for sequence and repetition leading to mastery.
3. Plans for integration of resources—people, time, and money—supportive of the defined mission and purposes.
4. Linkages between prescribed intentions (student outcomes) and content-time sequences to be encountered by students.
5. Assessment (testing) linkages between prescribed intentions and actual student outcomes.

Curriculum Leadership Is Unique

The role of leadership in curriculum design is critical. Leadership not only affects quality of the design itself but also determines the extent to which design is translated into programs, practices, and services which achieve desired outcomes.

Leadership does not occur in isolation. Behaviors of leaders and followers are intricately interwoven. Leaders engage followers in pursuits similar to those of the leader or they engage them in pursuits compatible with legitimate organizational or group purposes. Leadership does not occur until followers are engaged in active response to the leader's influence.[31]

Educational leadership is not leadership per se. Educational leadership is contextual. The context of educational leadership is school-community which has, or at least should have, preconceived, formal or informal, notions about mission and purposes. Educational leadership then, is limited to behaviors that are compatible with organizational goals.[32] In other words, leadership in schools is behavior related to accomplishment of defined mission and purposes. Educational leadership is more closely related to management, a special kind of leadership. Educational leadership, like management, is pragmatic. Educational leadership is realization of organizational intentions.[33]

Leadership is collective or group based. Burns defines leadership as rational, collective, and purposeful.[34] Leaders are relational by creating links with others that allow communication and exchange to take place. Leaders also relate (are sensitive) to fundamental needs and values of others.[35]

Conclusions about Educational Leadership

Educational leadership is a management function. Boundaries of leader behavior include curriculum design, rules (both formal and informal of organizations), and resources (human, material, and financial), identifiable and available.

The following conclusions about educational leadership in public schools can be derived from a vast body of empirical data and theory about leadership and management.

1. *The function of any sort of management (of anything) is to ensure that desired purposes are attained with resources provided within the existing limitations (rules).*[36]

Management does not depend upon accidental fortunes to achieve results. Management *programs* people and other organizational elements for accomplishment of desired results. "The cornerstone of effective management moves beyond acceptance of serendipity as a measure of adequacy."[37] Management is goal centered.[38]

Figure 3. Management functions of educational leadership are constrained by curriculum design, organizational rule, and resources.

Basically management has four functions:

1. Defining mission and purposes of organizations.
2. Efficiently and effectively integrating resources essential to accomplishment of mission and purposes.
3. Utilizing feedback of monitoring plans and progress for possible corrective intervention and assessing outcomes.
4. Motivating personnel through leadership, including modeling and communication.[39]

Figure 4. The functions of management are planning, organizing, motivating, and controlling.

2. *Management skills necessary for successful leadership would fall into three categories: human, technical, and conceptual.*[40]

Human skills would include ability to work in, with, and through groups of people. Effective management personnel are able to understand needs of others, encourage cooperation, and motivate others.[41]

Technical skills include ability to use knowledge, methods, techniques, and equipment necessary to perform specific tasks.[42] Conceptual skills may be more important than the other two because of boundary functions. Human and technical skills are applied in accordance to conceptual skills of leaders. Conceptual skills include not only the ability to see the whole enterprise but also the ability to recognize interdependence among organiza-

tional components in addition to the ability to observe how changes in one area affect other areas.[43] Using their conceptual skills, leaders can perceive the effects of their behavior on organizations, thus enabling them to act on the intentions of entire organizations rather than on those of immediate groups, or their own. Achievement of organizational intentions is not left to default, accident, or other actions incidental to accomplishment of intentions.[44]

3. *The context of educational leadership is defined by curriculum design. Educational leadership requires a source of organizational purpose and direction.*

It is not intentions of leaders that are to be accomplished but intentions of organizations. Organizational intentions cannot be subordinated to those of individuals.[45]

4. *Effects of management are measured in terms of outcomes with respect to efficiency and effectiveness.*

The degree to which outcomes are realized is the measure of managements' impact upon organizations. Efficiency in management is a criterion implying cost. Efficiency must be judged in terms of costs of achieving each outcome or cluster of related outcomes. "What costs were required to reach a certain outcome?" is a question of efficiency.

Costs may be computed for all resources expended in the process. Costs would include, but not necessarily be limited to, time (staff and client), personnel, materials, facilities and equipment, and money.

Management must also be judged on effectiveness. Efficiency and effectiveness are two distinct concepts. Functions of effectiveness are not *how much*, but rather *was it worth the cost?* Effectiveness looks at results achieved, compares them to intentions, and judges relative worth of achievement in relationship to cost.

5. *Management must include decision-making processes.*[46]

Decision making includes both acts of decision and actions of implementation and follow-up. Educational leaders need to understand basics of decision making which would include the following:[47]

1. Decisions are pragmatic in nature, that is, the value of decisions is dependent upon the success of actions which follow.
2. Decisions affect courses of action of enterprises (even *no decision* is a decision).
3. Practically all decisions are sequential, that is, they are preceded and followed by other decisions.

Role of Administrators

Administrators, seeking to become educational leaders, understand curriculum design and understand leadership in management contexts. Without such understanding, administrators may lead or they may not. It depends upon ability to engage followers. Without educational leadership, it is almost certain that organizational outcomes will not be realized, or if they are, default and accident will be the cause rather than design.

Educational leadership could be effectively summarized to include the following:[48]

1. Leaders assume primary roles in development of curriculum design specifying educational outcomes for learners and management plans for professionals.
2. Leaders have visions of purpose and abilities to articulate visions into goals, objectives, time lines, rules, relationships, and responsibilities.
3. Leaders are professional specialists with skill and expertise in curriculum design. Leaders in curriculum design remain, however, as generalists in education as a whole and need not be subject matter specialists.
4. Leaders are accountable for learning performances. Not all students are going to learn all that schools have to offer, but professions must account for results that are achieved.
5. Leaders possess skills in four critical areas: curriculum design, clinical supervision, staff development, and teacher evaluation.
6. Leaders combine intellectualism (reflective thoughts) with activism (action).

Superintendents as Curriculum Managers

The role of superintendents of schools is not important in educational leadership for schools. It is imperative. Superintendents can no longer be just *administrators*. Superintendents must do more than lead in the directions they are being pushed. Superintendents must be player-managers, but even more, superintendents must act as links between desired learning[49] and organizational potential for bringing it about. Superintendents cannot hide from responsibilities to lead.

The role of superintendents as educational leader-managers could be described to include the following:[50]

1. Superintendents conceive, interpret, and then effect proposals that will elevate quality of education.
2. Superintendents lead, facilitate, and even coerce formulation of curriculum design by continually raising questions about mission, purposes, and outcomes.
3. Superintendents educate communities, in general, and boards of education, in specific, about curriculum design and the roles each must play.
4. Superintendents develop patterns of involvement throughout school communities that are practical, understandable to others, and dependable.
5. Superintendents remove constraints and barriers to effective organizational development and carefully construct curriculum design to provide foundations for growth and boundaries for determining direction.
6. Superintendents make decisions about curriculum design so that decisions of others are purposive and responsive to the design.
7. Superintendents assist other personnel, especially principals, in developing and defining their respective roles as instructional leaders.

In summary, superintendents must evidence commitment to curriculum design. Vann agrees with the premise that the superintendents' first priority must be curriculum design. Vann reports results of studies indicating that subordinates will perform in areas according to their "perceived notions about their superior's priorities."[51]

Principals as Instructional Leaders

Principals will devote their time to areas in which their supervisor's (superintendents) place priority.[52] So it is with teachers. Behaviors of principals determine what is honored in schools.[53]

The role of building principals as instructional leaders could be summarized to include the following:[54]

1. Principals evidence commitment to instruction through both reflection and action.
2. Principals provide safe environments for professional exploration and self-inspection. Environments of schools must be sufficiently safe to encourage searching for alternatives and risk taking.

3. Principals specify expectations for teacher-student interaction. Principals who set high, but reasonable, standards for teacher behavior tend to cause teachers to set the same high, but reasonable, standards for students.
4. Principals assume leadership responsibility for the *real* curriculum that students experience in classrooms. Continuous monitoring of course content and student achievement is essential for aligning classroom curriculums with the intentions of the formal curriculum designs. All activities of schools should be organized to revolve around teaching and learning.
5. Principals perceive the school as an ecological system which, like its natural counterparts, nurtures itself and the living things (people) within. The ecosystems of schools must expect growth and change as natural courses of events.
6. Principals are persistent. Principals must tirelessly push, prod, guide and, above all, lead other professionals in commitment to curriculum design and instructional development.
7. Principals are responsible for selecting, orienting, supervising, and evaluating teachers. Teachers are key to curriculum, the one that is experienced by students. Roles of teachers cannot remain undefined, unsupervised, and unevaluated. Most teachers want leadership, including evaluation, from building principals.

Curriculum Design and Quality Schools

Research findings clearly identify qualities of effective and high achieving schools.[55] Among the findings are the following:

1. High teacher expectations of students.
2. Frequent monitoring of student programs.
3. Routinized classroom management tasks.
4. Adequate student time on task.
5. Opportunity for students to learn material on which they are tested.
6. Appropriate levels of difficulty of materials.
7. Strong instructional leadership.
8. Favorable learning climate.
9. High expectation of performance by principals.

It is the responsibility of educational leadership to cause achievement of specified student outcomes. In doing so, management must provide positive climates in which teachers are free (from nonteaching duties) to teach. Management is also responsible for protecting instructional programs including protection of students from exploitation, protection of time for teaching, and protection from interruption.[56]

Curriculum design provides frameworks for *getting it all together*. Educational leadership is the catalyst for making it happen.

Footnotes

[1]Fenwick W. English, "What's Ahead in Curriculum," *School Administrator* (American Association of School Administrators, unknown), p. 18.

[2]Ibid., p. 34.

[3]Ibid.

[4]Ibid.

[5]Fenwick W. English, "Curriculum Mapping, a presentation to Kansas Association for Supervision and Curriculum Development" (Topeka, Kansas, October 1980).

[6]David Pratt, *Curriculum, Design and Development* (New York: Harcourt, Brace, and Jovanovich, Inc., 1980), pp. 4, 9.

[7]Ibid., p. 4.

[8]English, op. cit. (KASCD, 1980).

[9]Fenwick W. English, "Untying the Knots in Public School Curricula," *PMM and Company Management Focus* (Washington, D.C.: Peat, Marwick, Mitchell and Company, May-June 1979): 35.

[10]English, op. cit., (ASCD).

[11]Pratt, op. cit., p. 5; English, op. cit. (ASCD), and English, op. cit. (PMM & Co.), p. 38.

[12]Pratt, op. cit., p. 4.

[13]Fenwick W. English, "Management Practice as a Key to Curriculum Leadership," *Educational Leadership* (March 1979): 408-9; English, op. cit., (ASCD).

[14]English, op. cit. (*Educational Leadership*), p. 409; English, op. cit. (ASCD).

[15]Ibid.

[16]Fenwick W. English, "Quality Control in Curriculum Development," *School Administrator* (American Association of School Administrators, 1978), p. 49. English cites Drucker's thesis about the structure of work.

[17]English, op. cit. (ASCD).

[18]Pratt, op. cit., pp. 4, 10.

[19]English, op. cit. (ASCD).

[20]Fenwick W. English, "Retooling Curriculum within On-Going School Systems," *Educational Technology* (May 1979): 10.

[21]English, op. cit. (AASA, 1978), p. 51.

[22]Ibid.

[23]E. C. Grayson, "The Superintendent—Manager or Educator?" *Educational Economies* (April 1977): 11.

[24]Gordon Cawelti, "Do Perceived Curriculum Leaders Really Function That Way?," *Thrust* (ASCD, *New Perspectives on Curriculum Leadership*, January 1978): 25.

[25]English, op. cit. (*Educational Technology*, May 1979), pp. 7, 10, 11.

[26]English, op. cit. (*Educational Leadership*, March 1979), p. 409; English, op. cit. (PMM & Co., 1979), p. 35; and English, op. cit. (*School Administrator*), p. 19.

[27]Ralph E. Claybaugh, *School Superintendents' Guide: Principles and Practices of Effective Administration* (New York: Parker Publishing Company, 1966), pp. 77, 85; and English, op. cit. (*Educational Technology*, May 1979), pp. 8, 9-10, 11-12.

[28]English, op. cit. (*School Administrator*), p. 19.

[29]English, ibid., p. 18.

[30]English, op. cit. (*Educational Leadership*, March 1979), pp. 408, 409, 413; Robert A. Bennett, "New Perspectives on Instructional Leadership: Common Sense Critical in Improving Instruction, *Thrust* (AASA, 1978), pp. 27-28; and English, op. cit. (*Educational Technology*, May 1979), pp. 7, 8, 11-12.

[31]Ron Brandt, "What Is Leadership?" *Educational Leadership* (Vol. 36, No. 6, March 1979), p. 379. Brandt reviews the book *Leadership* by James MacGregor Burns; and James MacGregor Burns, two Excerpts from *Leadership, Educational Leadership* (Vol. 36, No. 6, March 1979), p. 383.

[32]Thomas J. Sergiovanni, "Is Leadership the Next Great Train Robbery?" *Educational Leadership* (Vol. 36, No. 6, March 1979), pp. 389, 393; and English, op. cit., (*Educational Leadership*, March 1979), p. 413.

[33]English, ibid., p. 413; Burns, op. cit., p. 383; and Sergiovanni, op. cit., p. 393.

[34]Burns, op. cit., p. 381.

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